

Administrative empowerment and its role in reducing career cynicism among physical education teachers in Salah ad Din province

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Abstract

A recent study has shown that consuming a diet rich in fruits and vegetables can significantly reduce the risk of cardiovascular diseases. Conducted on a large group of participants over a ten-year period, the study found that individuals who consumed higher amounts of fruits and vegetables were less likely to experience heart attacks and strokes. The findings suggest that dietary fibers, vitamins, and minerals in these foods play a crucial role in promoting heart health. The study emphasized the importance of consuming a variety of fruits and vegetables to ensure a wide range of essential nutrients. Additionally, it highlighted that the health benefits of a fruit and vegetable-rich diet also include improved digestive functions and assistance in maintaining a healthy weight. To achieve optimal results, the study recommends consuming at least five servings of fruits and vegetables daily, with a focus on fresh and seasonal produce whenever possible. These findings support general health recommendations and underscore the significance of a balanced diet in preventing chronic diseases and enhancing overall quality of life.

Keywords: Administrative, Empowerment, Career Cynicism, Physical education, Teachers.

1- Introduction

1-1 Importance of the Research:

For societies to flourish and their institutions to be able to meet the challenges posed by both their internal and external contexts, administration is a basic and essential component. Given the variety of organizational and administrative requirements as well as the heterogeneity of their teaching personnel, this is particularly true for educational institutions. As such, the management of the school must demonstrate organizational adaptability, equitable job distribution, impartiality in assigning responsibilities, and staff empowerment, including for physical education teachers.

It is the duty of school administration to carry out administrative duties and oversee the school environment, which includes instructors, students, and their parents, to accomplish its objectives and win the respect and confidence of its personnel and community. As a result, effective administration, especially in schools, necessitates cooperation and coordinated efforts between the principal and the faculty, guaranteeing that administrative and organizational responsibilities are distributed equitably according to committee competence. This neutrality seeks to give teachers more administrative authority, which should increase their commitment to and loyalty to their jobs.

Encouraging administrative staff to completely fulfill their educational and instructional tasks by strengthening their devotion to their educational institution is regarded as one of the primary pillars of administrations seeking renewal and development. This is especially important in physical education classrooms, where instructors need more administrative authority to carry out responsibilities that are both instructional and non-instructional. Because of its low success rate, which has little bearing on academic performance, some school administrators do not value this topic as highly as they do other scientific subjects. This unfavorable opinion shows up in the teachers' job output and sense of workplace cynicism, which suggests a lack of faith in the policies and organizational framework of the school administration. Consequently, it generates thoughts towards others and the school itself, leading to a decline in performance and organizational loyalty.

Administrative empowerment comprises empowering staff members with responsibility and authority, recognizing their initiative, and allowing them to complete tasks in their own unique ways. Additionally, it entails fostering a closer bond between management and staff and inspiring them to take part in decision-making.¹

The research's significance therefore primarily stems from its examination of administrative empowerment, a key concept in the field of educational administration, as an independent variable. This variable is linked to several organizational, behavioral, and performance-related variables, the most prominent of which is career cynicism, which the study examines as a dependent variable. Physical education teachers' performance and loyalty are affected by poor work behaviors that arise as a behavioral response to an unpleasant reality in educational institutions. The following further emphasizes the research's significance:

1. Offering a scientific evaluation of how administrative empowerment helps lessen the phenomena of career cynicism, which has an impact on the effectiveness and allegiance of physical education instructors.
2. The scope of employment is important since it includes the educational community and its professional physical education staff.
3. Acting as a resource by means of its findings and suggestions for experts in the field of educational administration, enlightening them about the advantages of giving teachers administrative autonomy and helping to lower organizational cynicism among physical education instructors.

1-2 Research Problem:

Given their role as a university professor and their frequent attendance at all events hosted by the Directorate of Education, in addition to field visits during practical applications with fourth-grade students, the researcher observed firsthand how secondary school administrations operate in Salah ad Din province. Among these observations were variations in the mechanisms and approaches to managing teaching staff within each school environment, most notably in the way physical education teachers are treated, particularly regarding the distribution of class schedules and job responsibilities, which, like other disciplines, should be characterized by clarity, fairness, and objectivity through administrative empowerment.

¹ Azza Jalal Nasr. "Administrative Creativity and Self-Renewal of Public Secondary School - A Strategic Vision." Alexandria: Modern University Office, 2008, p. 71.

On the other hand, when the administration disregards these values, school employees feel unclear, unjust, and unempowering, which negatively affects their work, loyalty, and tension and anxiety levels. All these point to the formation of career cynicism and the school's inability to meet its goals in line with its developmental plan, which is in line with its long-term vision and mission.

Therefore, the research seeks to answer the following question:

- Does administrative empowerment play a role in reducing career cynicism among physical education teachers in Salahuddin province?

1-3 Research Objectives:

1. To comprehend the significance of career cynicism and administrative empowerment in educational administration.
2. To determine the extent of administrative empowerment within Salahuddin province's secondary school administrations.
3. To find out how pessimistic Salahuddin province physical education instructors feel about their careers.
4. To investigate how administrative empowerment can help physical education instructors become less pessimistic about their careers.
5. To lower organizational skepticism levels among school administrators and raise their knowledge of the benefits of administrative empowerment and how it affects physical education teachers.

1-4 Research Hypothesis:

There is a statistically significant relationship between administrative empowerment and career cynicism among physical education teachers in Salahuddin Governorate.

1-5 Research Scope:

1-5-1 Human Scope: Physical education teachers in Salah al-Din Governorate for the academic year 2023-2024.

1-5-2 Time Scope: From July 15, 2023, to February 1, 2024.

1-5-3 Spatial Scope: Boys' secondary schools in Salah al-Din Governorate.

1-6 Definition of Terms:

1. Administrative Empowerment: Denotes a greater focus on staff members through the augmentation of their powers and the improvement of the information provided to them. To address the issues impeding their success, it also entails increasing their possibilities for initiative and decision-making.²

² Amer Khudair Al-Kubaisi; Knowledge Management and Organizational Development, Modern University Press: (Alexandria, 2004 AD), p. 165.

2. Career cynicism: A negative attitude towards the organization in general and towards its procedures, operations, and administrations, based on a firm belief that these elements work against the good interests of the employee's career.³

2-1 Research Methodology:

Following a methodology is necessary to accomplish the goals of the research problem and its nature, since "the methodology is a method of thinking and working adopted by the researcher to organize, analyze, and present ideas, and thus reach reasonable results and facts about the phenomenon under study." Due to its applicability to the study subject, the researcher employed both survey and correlational methodologies in conjunction with the descriptive methodology.⁴

2-2 Research Population and Sample:

2-2-1 Research Population:

The research population is defined as "all individuals of the phenomenon under study."⁵ Given that the researcher is conducting a study on a certain phenomenon or problem, they determine their research audience or community based on the subject, phenomenon, or problem they choose. The research population could consist of (240) physical education teachers in boys' secondary schools in Salah al-Din Governorate⁶, as shown in Table (1).

Table (1) Numbers of Secondary Schools and Physical Education Teachers by Districts in Salah al-Din Governorate

No.	District	Total Schools	Boys' Schools	PE Teachers
1	Al-Tuz	42	24	24
2	Balad	22	10	10
3	Amerli	10	6	6
4	Al-Dhuluiya	27	9	10
5	Al-Isahaqi	32	9	9
6	Samarra	77	39	36
7	Baiji	42	21	19

³ MacLeod, D&Clarke, engaging for success: enhancing performance through employee engagement. Crown Copyright. UK N. (2009). p232

⁴ Mohammed Abdul Jabbar Khundajji and Nawaf Abdul Jabbar Khundajji; Scientific Research Methods from a Contemporary Educational Perspective: (Irbid, Modern Book World, 2012), p. 181.

⁵ Sayyed Mahmoud Al-Tawab; Scientific Research (Principles and Methods): (Alexandria, Alexandria Center for Books, 2017), p. 136.

⁶ Mohamed Fathi Al-Kurdani; Scientific Research Theories - Applications, 1st Edition: (Alexandria, Al-Alam Al-Riyadi Publishing and Dar Al-Wafa for Printing, 2015), p. 202.

8	Al-Dour	25	12	10
9	Tikrit	69	39	37
10	Al-Alam	28	12	11
11	Al-Shirqat	86	58	53
12	Al-Dujail	48	10	8
13	Yathrib	36	10	7
Total		544	259	240

Additionally, the research sample was chosen at random because employing this technique ensures that every member of the population has an equal chance of being chosen for the sample. After removing the sample of survey applications, which included twenty instructors and represented 8.33 percent of the study population, a sample of 220 physical education teachers was selected, representing 91.66% of the entire research population.

2-3 Data Collection Methods:

These are the means through which the researcher collects the data used in their current research, including the following:

- Personal interviews (*7):
- Questionnaires
- Arabic and foreign references and sources.
- Statistical methods using the (SPSS) program.
- Electronic calculator of type (TOSHIBA) with a quantity of (1).

2-4 Field Research Procedures:

Scales assessing administrative empowerment and career cynicism among physical education instructors in secondary schools in Salah al-Din Governorate must be available to meet the study's objectives. The researcher utilized career cynicism and administrative empowerment scales to measure this.

2-4-1 Scales for Administrative Empowerment and Career Cynicism:

⁷ * The researcher conducted personal interviews with the experts listed below:

1- Prof. Dr. Nasir Qasim Khalf - Sports Management - University of Diyala / College of Physical Education and Sports Sciences (August 15, 2023) at 9:00 AM.

2- Assoc. Prof. Yasir Sabah Jasim - Sports Psychology - University of Diyala / College of Physical Education and Sports Sciences (August 15, 2023) at 11:00 AM.

- Scale for Administrative Empowerment by researcher (Youssef Ismail Al-Zamili)⁸: It consists of six domains distributed across (30) items, with (5) items per domain. After making slight modifications to the items of its six domains to suit the targeted research sample and obtaining approval from experts in the fields of management, organization, and sports psychology (to whom the scale was presented), the response to the items is graded using a Likert five-point scale ("Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree"). Positive items are scored as follows: (5-4-3-2-1), while negative items are scored as (1-2-3-4-5). The highest score attainable is (150), and the lowest score is (30), with a theoretical midpoint or neutral score of (90).

- Scale for Career Cynicism by researchers (Ardan Hatem and Shahinaz Fadel)⁹: It consists of three axes distributed across (13) items. The response to the items is graded using a Likert five-point scale ("Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree"). Positive items are scored as follows: (5-4-3-2-1), while negative items are scored as (1-2-3-4-5). The highest score attainable is (65), and the lowest score is (13), with a theoretical midpoint or neutral score of (39).

2-4-2 Experimental Survey of the Scales:

The experimental survey of the scales was conducted with (20) teachers, representing (8.33%) of the research population, on Sunday, September 4, 2023. The purpose was to assess the clarity of the instructions and statements, the time required for respondents, and the adequacy of the assisting team or any difficulties they encountered to address them in the scale application process.

2-4-3 Scientific Basis for the Scales:

One of the most important procedures in scale construction is subjecting the items to statistical analysis to ensure the scientific basis of the items, including validity and reliability. Therefore, the researcher applied the scales to a statistical analysis sample of (220) physical education teachers in Salah al-Din Governorate as follows:

2-4-3-1 Validity:

Since the coefficient of stability obtained from the split-half method is (69.0), validity of the scale is calculated as follows:

Validity of the scale = $69.0/83.0 = 83.0\%$, which indicates high validity.

2-4-3-2 Reliability Testing:

The reliability of the measurement tool can be verified through internal consistency and item stability. Internal consistency was verified using two tests: first, Cronbach's Alpha coefficient, which

⁸ Youssef Ismail Al-Zamili; Empowerment and its Relationship with Administrative Creativity among School Principals in the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) Schools in the Gaza Governorates: (Unpublished master's thesis, Islamic University / Faculty of Education, Gaza, 2013).

⁹ Ardan Hatem Khudair and Shahinaz Fadel Ahmed; Perceived Organizational Support and Professional Compatibility and Their Impact on Reducing Career Cynicism: (Al-Dananeer Journal, Iraq, Volume 1, Issue 10, 2017) p. 111.

is considered dependable when it is not less than (70%)¹⁰. Second, the split-half method, relying on three coefficients: Spearman-Brown, Guttman Split-Half Coefficient, and the correlation between them to measure the stability of the questionnaire data, as shown in Table (2).

Table (2) Stability of Measurement Tool

Scale	Cronbach's Alpha	Correlation Coefficient	Correction Coefficient	Split-Half Coefficient
Administrative Empowerment Career Cynicism	89.0	78.0	83.0	64.0

The results shown in Table (2) indicate that the Cronbach's Alpha coefficient provides strong statistical significance for all survey variables, with an overall coefficient of (89.0). As for the correlation coefficient, the test showed strong correlations between the variables, reaching (0.78). These correlations were further enhanced after correction with the Spearman-Brown coefficient, reaching an overall level of (83.0), which indicates strong correlation. Additionally, the Guttman Split-Half Coefficient also strengthened the statistical significance, reaching (64.0) overall, which is a high percentage and demonstrates strong reliability for the measurement tool. This indicates that the survey demonstrates stability in measurement, giving the researcher the right to rely on its results and generalize them to the community.

2-4-3-3 Objectivity:

This scale is characterized by its formulation in a multiple-choice format, with no allowance for two answers, and it does not include open-ended responses. The correction is not influenced by the rater's subjectivity.

2-5 Final Application of the Scales:

After the procedures, the researcher conducted the final application of the scales (Administrative Empowerment and Career Cynicism) on the application sample of physical education teachers in secondary schools for boys in Salah al-Din Governorate, from September 19, 2023, to October 25, 2023.

2-6 Statistical Methods:

The researcher utilized the Statistical Package for the Social Sciences (SPSS) to extract the following statistical methods in this study:

1. Mean.

(1) ¹⁰ Hair JR, Joseph F., Black, William C., Babin, Barrys J.& Andersen, Rolph, "Multivariate data analysis", 7th ed, Upper Saddle River, Prentice- Hall, New Jersey. 2010, p212.

2. Standard deviation.
3. Percentage.
4. Pearson correlation coefficient.
5. Independent samples t-test.
6. Cronbach's Alpha equation.
7. Spearman-Brown coefficient.
8. Median.
9. Split-Half Coefficient equation.

Presentation and Discussion of Research Results:

3-1 Statistical Description of the Study Variables.

Table (3) Statistical Description of the Study Variables

Variable	Mean	Standard Deviation	Skewness
Factor 1	16.13	2.21	-0.14
Factor 2	15.28	2.78	-0.16
Factor 3	17.42	3.88	-0.05
Factor 4	15.75	3.42	0.11
Factor 5	16.08	3.72	0.47
Factor 6	14.53	4.26	0.85
Total Administrative Empowerment Scale	96.19	7.59	0.24
Total Career Cynicism Scale	44.15	7.87	-0.16

Table (3) illustrates the means, standard deviations, and skewness of the study variables. The mean for the total Administrative Empowerment Scale was 96.19, with a standard deviation of 7.59 and a skewness of 0.24. For the total Career Cynicism Scale, the mean was 44.15, with a standard deviation of 7.87 and a skewness of -0.16.

3-2: Comparison of the results of the Administrative Empowerment Scale for the research sample with the theoretical mean.

Table (4): Comparison of the results of the Administrative Empowerment Scale for the research sample with the theoretical mean.

Variable	Mean	Hypothetical Mean	Significance
Axis One (Delegation of Authority)	16.13	15	Exceeded
Axis Two (Self-Motivation)	15.28		Exceeded
Axis Three (Communication and Information Verification)	17.42		Exceeded
Axis Four (Teamwork)	15.75		Exceeded
Axis Five (Participation in Decision Making)	16.08		Exceeded
Axis Six (Professional Growth)	14.53		Did not Exceed
Total Empowerment Scale	96.19	90	Exceeded

Table (5) Sample Level in the Administrative Empowerment Scale

Level	Minimum	Maximum	Research Sample Level
Excellent	132	Above	Very Good with a Mean of 96.19
Very Good	110	131	
Good	80	109	
Average	54	81	
Acceptable	30	53	
Weak	Below	29	

The results from Tables (4) and (5), and by comparing the arithmetic means of the administrative empowerment for the study sample and its axes with the theoretical mean values, show that they are greater than the theoretical means, except for the sixth axis (professional growth), where the theoretical mean value was greater than its arithmetic mean. This indicates that the study sample has a proficient level of administrative empowerment.

The researcher attributes these results to the fact that many secondary school principals in Salah al-Din Governorate, based on their previous and accumulated job experiences, are keen on keeping up with modern administrative legislation. Therefore, administrative empowerment becomes a fundamental cornerstone for the success of school principals in performing their administrative and functional tasks and gaining the satisfaction of their internal and external environments. This is achieved through the participation of all teachers, enabling them through central monitoring and periodic evaluation, and striving to develop their professional level by involving them in training courses to stimulate and empower them to bear responsibility and allowing the flow of information

among the school staff, especially physical education teachers. They are encouraged to conduct classroom and extracurricular activities and enhance their positive role in the school environment like other scientific disciplines.

Osama Khairy mentions that the lack of information flow and not possessing it does not enable the individual to make sound decisions, bear responsibility, and perform their work clearly and correctly because information gives the employee a sense of confidence, high morale, and strong motivation to work and excel.¹¹

This enables them to invest in the capabilities and potentials of their teaching staff, developing their ability for creative thinking, thereby contributing to the improvement and development of their school's educational outcomes and teaching methods in general, and physical education lessons in particular. Consequently, achieving its goals can be accomplished through delegating some responsibilities and empowering its staff to participate in decision-making processes. According to the study's results, principals need to focus on developing their professional growth according to a carefully designed curriculum aligned with the comprehensive quality programs outlined in the Ministry of Education's agenda. Alaa Mohamed mentions that empowering decision-makers and encouraging their participation in responding to any changes in the environment contributes to their professional growth and the enhancement of their creative abilities.¹²

4-2 Comparison of the results of the dimensions of the measure of occupational cynicism for the research sample with the hypothetical average.

Table (6) Comparison of the Results of the Functional Mockery Scale for the Research Sample with the Hypothetical Mean

Dimension of Career Cynicism Scale	Mean	Hypothetical Mean	Significance
Perception Dimension	16.76	12	Exceeded
Behavioral Dimension	15.29	12	Exceeded
Emotional Dimension	16.11	15	Exceeded
Total Career Cynicism Scale	48.16	39	Exceeded

Table (7): Sample Level in the Career Cynicism Scale

Level	Minimum	Maximum	Sample Level of Research
Excellent	132	Above	High with a mean of 48.16

¹¹ Osama Khairy; Administrative Leadership: (Jordan, Amman, Dar Al-Raya for Publishing and Distribution, 2013), p. 88.

¹² Alaa Mohamed Sayed Qandeel; "Administrative Leadership and Innovation Management"; (Amman, Dar Al-Fikr Publishers, and Distributors, 2009), p. 151.

Very Good	110	131	
Good	80	109	
Average	54	81	
Acceptable	30	53	
Weak	Below	29	

From the results of Tables (6) and (7), and by comparing the arithmetic means of career cynicism for the study sample and its dimensions with the assumed means, they are higher than the assumed means. This indicates that the study sample has an elevated level of career cynicism. The researcher attributes these results to physical education teachers in Salah al-Din province being subjected to career cynicism in their schools, where they are functionally associated. This is due to the perception of secondary school principals towards physical education as a secondary subject compared to other scientific subjects. Also, the scheduling of their classes in the later periods of the timetable, as well as their inclusion in many committees in the school, negatively affect their professional performance and their sense of belonging to their work environment. Al-Futlawi mentions that career cynicism reflects negative attitudes towards work and the organization, lack of trust in management, frustration, disappointment in achieving organizational goals, and the prevalence of feelings of resentment, selfishness, envy, and hatred among colleagues in the work environment.¹³

4-3 The Relationship Between Administrative Empowerment and Career Cynicism.

Table (8) illustrates the relationship matrix between administrative empowerment and its dimensions with career cynicism.

dimension	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
Dimension 1						
Dimension 2	0.070 0.323					
Dimension 3	0.279 0.249	0.060 0.431				
Dimension 4	0.055	0.043	0.045			

¹³ Meethaq Hatif Al-Fatlawi et al., "The Relationship Between Career Cynicism and Employee Performance," Al-Ghree Journal of Administrative Sciences, Iraq, Vol. 2, No. 1, 2016, p. 6.

	0.460	0.482	0.341			
Dimension 5	0.089 0.173	- 0.049 0.228	- 0.054 0.477	0.092 0.194		
Dimension 6	0.029 0.438	0.019 0.360	0.043 0.419	0.567 0.008	0.035 0.429	
Total Empowerment Scale	0.897 0.000	0.965 0.000	0.491 0.008	0.890 0.000	0.388 0.005	0.561 0.008

The table (8) shows that administrative empowerment plays an effective and significant role in reducing career cynicism among physical education teachers. This indicates that the more a school principal trusts and empowers their teaching staff, allowing them to participate in decision-making processes, the less likely teachers are to experience career cynicism in the school environment. Consequently, this enhances their professional performance and increases their sense of belonging to the school, thereby improving the educational outcomes of the school. This is further supported by the matrix presented in Table (9), which illustrates the relationship between the dimensions of administrative empowerment for physical education teachers and their career cynicism. It reveals a negative correlation between these two concepts, indicating that one contributes to the improvement of the other. Therefore, enhancing the performance of physical education teachers is essential for improving the outcomes of physical education lessons, as noted by (Ferj El-Mabrouk, 2017), who suggests that strengthening teachers' sense of belonging to the institution is a fundamental mechanism for administrative improvement and development.¹⁴

4. Conclusions and Recommendations

4.1 Conclusions:

1. There is an overlap between the concept of administrative empowerment and other administrative concepts such as delegation of authority, participation, and integration.
2. Secondary school principals in Salah al-Din Governorate have a very good level of administrative empowerment.
3. Physical education teachers perceive administrative empowerment as a cornerstone for enhancing their performance, commitment, and job performance.
4. Physical education teachers are exposed to an elevated level of career cynicism in their schools.

¹⁴ Ferj El-Mabrouk, Omar Amer; "School Principal and School Administration", 1st Edition: (Egypt, Dar Hameethra Publishing, 2017), p. 81.

5. There is a statistically significant positive correlation between administrative empowerment and career cynicism.

4.2 Recommendations:

1. Disseminate the culture of administrative empowerment in educational institutions to reduce the level of career cynicism among physical education teachers.

2. Enroll school principals in training and development courses in the field of administrative empowerment to improve the outcomes of their schools.

3. Delegate more administrative and organizational authorities to physical education teachers to enhance their professional performance.

4. Commit to neutrality in distributing tasks and job duties among all teaching staff regardless of their specialties.

5. Organize intensive educational training courses for school administrations on how to deal with teaching staff and emphasize the importance of all specialties in the school environment.

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